DOCUMENT RESUME

ED 433 079 PS 026 828

AUTHOR	Notari-Syverson, Angela; Maddox, Mary; Cole, Kevin
TITLE	Language Is the Key: Building Language with Picture Books and Play. A Training Manual To Accompany the Video Programs: "Talking and Books" [and] "Talking and Play."
INSTITUTION	Washington Research Inst., Seattle.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	1998-00-00
NOTE	115p.; The two VHS videos are available in English and in Spanish. Videos not available from EDRS.
CONTRACT	H024P50035
AVAILABLE FROM	Washington Research Institute, 150 Nickerson Street, Suite 305, Seattle, WA 98109; Tel: 206-285-9317; Fax: 206-285-1523; Web site: www.wri-edu.org/bookplay ($95, plus $4 shipping. Includes training manual and two 20-minute VHS videos).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Caregiver Speech; Child Development; Child Language; Early Childhood Education; *Emergent Literacy; *English (Second Language); Interaction; *Language Acquisition; Language Impairments; Language Minorities; Parent Child Relationship; *Picture Books; *Play; Preschool Children; Teacher Student Relationship; Teaching Methods; Verbal Ability; *Verbal Development; Videotape Recordings
IDENTIFIERS	Language Delayed

ABSTRACT

This training manual and two companion videotapes comprise an educational program for professionals and paraprofessionals who work with young children with language disorders. The program is particularly helpful in serving children from linguistic minority backgrounds and their families. The program's strategies are also appropriate for teachers and parents of children in the 2- to 4-year-old range who are developing typically. The "Language Is Key" model draws upon three solid research bases: early language is critical to later academic success; parents can use simple language facilitation strategies after brief training; and strengthening a child's first language--the language spoken at home--will also support the development of English. Following an introduction, the manual presents brief descriptions of the program's recommendations to train staff to use language strategies with children, train staff to train parents/families, and train parents/families. The third section details the program's conceptual framework and the three language facilitation strategies: Comment and wait; Ask questions and wait; and Respond by adding a little more (CAR). The fourth and fifth sections of the manual outline specific agendas for six training sessions for staff and for families, respectively, and provide important support for the content in the videotapes. The final section of the manual lists references and resources. Background information for trainers and reproducible handouts for each training session are appended. The two companion videotapes provide specific language building strategies that will enhance typical early childhood classroom routines and parent-child interactions. The first videotape shows how parents and teachers can

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facilitate children's language while looking at picture books; the second focuses on language facilitation during play. (HTH)

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LANGUAGE IS THE KEY

Building Language with Picture Books and Play

ED 433 079

A Training Manual to Accompany the Video Programs:

Talking and Books

Talking and Play

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Angela Notari-Syverson, Mary Maddox, & Kevin Cole

Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
www.wri-edu.org/bookplay

Preparation of this manual and accompanying videotapes was funded by the U.S. Department of Education, Office of Special Education Programs, Grant #H024P50035.

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Acknowledgments

We would like to express our sincere appreciation to the many people and agencies that participated in the development of this manual and the video tapes it accompanies.

Our video producer, Al Ross of University of Washington Television dedicated many hours to consulting with us on script development, arranging video shoots, hiring production staff and narrators and editing the video tapes. Al kept us within our budget by giving us abundant extra time and energy. This training program is just one of many contributions Al has made to our field. Karel Bauer (videographer), Noah Pitzer (video editor), and Linda Kennedy (narrator), added their substantial talents to making high quality videos that are pleasing to view as well as effective educational tools.

Some twelve families willingly gave their time to participate as talent in the videos. They received training and spent long hours waiting for their turn to be filmed. We are grateful to Northwest Center Child Development Program and José Marti Child Development Program at El Centro de la Raza for helping arrange for the participation of many of the families that appear in ***Talking and Books*** and ***Talking and Play***. These agencies also assisted us in the development of the training program by giving us access to their parents and staff.

We received tremendous institutional support from Washington Research Institute, particularly our Executive Director, Kathy Jenkins. Mary Delaney Gallien did the frequently tedious work of preparing many versions of this manual as it was developed.

Rosita Romero contributed her expertise as an early childhood educator and specialist in the area of multicultural education.

We would also like to recognize the contributions of Grover Whitehurst at the State University of New York, Stony Brook. His research and development in the area of dialogic reading served as the starting point for this training program.

Finally, we would like to express our appreciation to our funding agency, the U.S. Department of Education, Office of Special Education and Rehabilitation Services, Office of Special Education Programs. We also benefited from the excellent support provided through NEC*TAS during the development and dissemination of this program.

LANGUAGE IS THE KEY

I. INTRODUCTION

The **Language is the Key** manual and the two accompanying videotapes comprise an educational program that addresses the needs of professionals and paraprofessionals who work with young children with language disorders. It is particularly helpful for programs that serve children from linguistic minority backgrounds and their families. The program and strategies are also appropriate for teachers and parents of children who are typically developing (2 - 4 age range).

The **Language is the Key** training model draws upon three solid research bases.

- First, early language is critical to later academic success.
- Second, parents can use simple language facilitation strategies after brief training.
- Third, strengthening a child's first language -- the language spoken at home -- will also support the development of English.

GOALS

The primary goals of the **Language is the Key** training model are:

- to enhance the ability of ***early childhood program*** staff to facilitate language development with young children who have language disorders;
- to enhance the ability of both ***monolingual and bilingual professionals and paraprofessionals*** to facilitate language development in English or the child's home language with young children with disabilities and who have limited English proficiency;
- to provide professionals with training and educational resources to ***teach parents*** to facilitate the language development of their children in the language they are most comfortable using--either English or their native language.

TRAINING COMPONENTS

The **Language is the Key** training consists of two basic components:

1. The videotapes, *Talking and Books* and *Talking and Play* that teach language facilitation skills. Both videotapes are available in English and in Spanish.
2. This training manual, which includes instructions and reproducible print materials that accompany the videotape-based training.

II. USER GUIDE

This manual provides a description of the training materials (videotapes, handouts), theoretical and research background on the training materials and specific agendas for six training sessions. This information provides important support for the content in the videotapes.

DESCRIPTION OF MATERIALS

The Videotapes - two videotapes provide specific language building strategies that will enhance typical early childhood classroom routines and parent-child interactions. The videotapes show actual examples of interactions between young children and their parents, siblings, and grandparents.

Talking and Books	The first videotape shows how parents and teachers can facilitate children's language while looking at picture books.
Talking and Play	The second tape focuses on language facilitation during play.

Three child-directed language facilitation strategies are taught.

Comment and wait
Ask questions and wait
Respond by adding a little more

The Handouts - A series of handouts are included (see Appendices) which support the training. They provide information on training topics, such as early language and literacy development, bilingual language development, multicultural issues, working with interpreters, and collaborating with families.

TRAINING RECOMMENDATIONS

We have included material and model agendas for four staff training sessions and two parent training sessions that use a variety of teaching methods. These include brief presentations, viewing of videotapes, large and small group discussions and practice sessions.

The **Language is the Key** training model can be used in different ways.

- Train staff to implement the language facilitation strategies with children.
- Train staff to train parents.
- Train parents to use strategies at home.

1. TRAINING STAFF TO USE LANGUAGE FACILITATION STRATEGIES WITH CHILDREN

The videotapes and handouts can be used to train staff to use language facilitation strategies directly with children. English-only speaking staff can use the strategies to facilitate language development in monolingual children as well as English language development with children who speak other languages (Sessions 1, 2, 3).

Bilingual staff can use the strategies to facilitate the language development of children in their first language as well as in English.

Topics presented and support materials:

★ Introduction: Basics of early language, literacy and play development (handouts).
★ Language facilitation strategies (videotapes, handouts, practice).
★ Working effectively in a multicultural environment (handouts, discussion).
★ Peer coaching (handouts, practice).

2. TRAINING STAFF TO TRAIN PARENTS/FAMILIES

The complete training for staff consists of four steps:

1. Training on the use of language facilitation strategies during picture book reading (Session 1).
2. Training on the use of language facilitation strategies during play (Session 2).
3. Discussion of multicultural issues (Session 3).
4. Preparation for teaching parents to use the strategies (Session 4).

English-only and bilingual staff can then use the videotapes to prepare parents to facilitate the language development of their child in the language the parents are most comfortable with.

Topics presented and support materials:

★ Basics of early language, literacy and play development (handouts).
★ Language facilitation strategies (videotapes, handouts, practice).
★ Multicultural issues (handouts, discussion).
★ Preparing families to use the strategies (handouts, discussion).
★ Peer coaching (handouts, practice).

3. TRAINING PARENTS/FAMILIES

English-only and bilingual staff can use the videotapes and print materials to prepare parents to use the strategies to facilitate the language development of their child in the language parents are most comfortable using. (Parent Sessions 1 and 2.)

Topics presented and support materials:

★ Introduction: Foundations of early language, literacy and play development (handouts).
★ Language facilitation strategies (videotapes, handouts, practice).

ORGANIZATION OF THE MANUAL

We have organized this manual and a number of training sessions that support each of the three possibilities described above. Support materials for each of the six training sessions described in this manual are divided into nine components:

Resources Provided for Each Session

1. **Session Overview** - a brief description of the content covered in the session.
2. **Key Points** - a short list of the central ideas of the sessions.
3. **Goals** - a list of the skills and behaviors participants are expected to learn.
4. **Agenda** - list and sequence of major topics and activities.
5. **Handouts** - reproducible copies of handouts for trainees.
6. **Trainer Guide** - an annotated agenda with an in-depth description of specific points to be covered and recommended durations for topics.
7. **Alternatives** - ideas for alternative ways for presenting the session.
8. **Discussion Questions and Activities** - additional questions and activities to expand group discussion.
9. **Presentation Tips** - hints for facilitating participant involvement and group discussion.
10. **Frequently Asked Questions** - we have complied a list of questions that audiences have frequently asked during our training sessions. We also provide examples of ways we have answered these questions.

III. CONCEPTUAL FRAMEWORK

The **Language is The Key** training model addresses five major areas:

- Early language, literacy and play development
- Bilingual language development
- Family involvement
- Language facilitation
- Cultural relevance
- Adult learning

EARLY LANGUAGE AND LITERACY DEVELOPMENT

Importance of Language Development

Language competence is one of the main developmental events of early childhood. Helping children develop language skills is a major concern that staff have for children with developmental delays (Bagnato, Kontos, & Neisworth, 1987) and particularly when children with developmental delays are also limited in English proficiency (Roseberry-McKibbin & Eicholtz, 1994).

Foundations of Early Language and Literacy Development

Language and literacy development begin very early in a child's life. Here is a brief description of the young child's early behaviors that form a foundation for later language and literacy development:

Language	Listening, gestures, single words, two-three word combinations, adult-like sentences.
Print	Recognizing pictures, environmental print and logos (e.g., stop signs, billboards), familiar words, letter sounds.
Writing	Scribbling, drawing recognizable pictures, pretend writing (lines, letter-like symbols), familiar words, letters.
Books	Handling, looking at pictures, telling a story, pretend reading, interest in text.

BILINGUAL LANGUAGE DEVELOPMENT

For children whose first language is not English, research in bilingual education has shown that children need to have their *first* language facilitated in the early years, and also need effective language facilitation in English (Cummins, 1984; Gutierrez-Clellen, 1996; Wong-Fillmore & Valadez, 1986).

Encouraging families and teachers to maintain children's native language is beneficial because bilingualism has been associated with many cognitive, social and economic advantages (e.g., Albert & Obler, 1978; Cummins, 1984; McLaughlin, 1995). Children who are bilingual may be equally proficient in both languages or they may know one language better than the other. Usually the language that predominates depends on the context (e.g., home vs. school) and the opportunities the child has to use the language.

Bilingual language development may differ from monolingual language development. At first, there may be a temporary lag in both languages and the child may often switch codes (e.g., Yo estaba PLAYendo), but eventually the child will learn to distinguish the languages and catches up.

FAMILY INVOLVEMENT

Family involvement is an integral part of services for preschool children. The **Language is the Key** training model draws upon naturally occurring parent-child interactions. It teaches easy to implement activities such as play and looking at picture books to provide parents with strategies that will help them facilitate their child's language. Parents can be taught successfully to implement language interventions with young children with disabilities and children who are developing normally (Dale, Crain-Thoreson, Notari-Syverson, & Cole, 1996; Kaiser, 1993; Whitehurst et al. 1988). **For children who are bilingual, parents are ideally suited to facilitate their child's language development as they may be the only persons who are proficient in the child's native language.**

LANGUAGE FACILITATION STRATEGIES

Adult-Child Interactions

Studies of early parent-child interactions described a process by which the adult guides and supports the child's learning by building on what the child is already able to do. This is referred to as *scaffolding* by Wood, Bruner, and Ross (1976). The notion of scaffolding was translated into specific teaching strategies used successfully to assess and teach language and literacy skills to young children with language delays (Norris & Hoffman, 1990; Olswang, Bain & Johnson, 1992), children at-risk (Juel, 1996) and children from diverse cultural backgrounds (Gutierrez-Clellen & Quinn, 1993).

Overarching Teaching Approach

Effective scaffolding is flexible, responsive to the child, and draws upon a broad variety of strategies. This perspective is reflected in the overarching teaching approach of the **Language is the Key** training model, ***Follow the Child's Lead.***

Follow the Child's Lead is one of the defining aspects of developmentally appropriate practice and its facilitative effect on early language development has been documented for children who are developing normally (Tomasello & Farrar, 1986) and children with disabilities (Yoder, Kaiser, Alpert & Fischer, 1993).

Three Language Facilitation Strategies

The two videotapes teach the following ***three language facilitation strategies:***

Comment and wait.	Modeling language by making comments that reflect the child's focus of interest is a universally recommended practice in language facilitation models (e.g., Fey, 1986). Describing pictures in books or what the child is doing during play, then pausing to allow time for a response is an effective way to elicit language.
Ask questions and wait.	Adults use two major types of questions with children: open-ended and closed questions. Closed questions are those questions that require a yes-no answer or pointing response. Open-ended questions require that the child actually produce a word or utterance. For example, "What do you see?" versus "Do you see a cat?" Children need time to think and code their thoughts into language, so it is important for adults to give children at least 5 seconds to respond after they ask a question. A longer wait time also lets the child know the adult is interested in what the child has to say.
Respond by adding a little more.	Expansion of the child's utterances is a basic tool in language facilitation. The adult repeats what the child says and then expands the utterance with one or two new words. This allows the child to contrast her utterance with the adult's expansion and also hear the next level of difficulty for language production. For example, if the child says "ball", the adult says "ball, big ball." This reinforces the child's talking, gives her the support for the next level of complexity and provides new information.

Language and Books

Language around picture book reading has been identified as a critical language experience leading to school success. Picture book interactions provide a very rich opportunity for young children to learn language and early literacy skills. The picture book setting--when adults and children share interaction around picture books--encourages children to talk and elicits teaching behaviors from parents, as they label pictures and provide feedback for their child (Ninio & Bruner, 1978; Wells, 1985; Whitehurst et al. 1988).

Language and Play

Play is an activity in which young children spend a significant amount of time (Rubin, Fein, & Vandenberg, 1983) and is an ideal context for learning (Bruner, 1972; Garvey, 1977). The natural context provided by play activities has been used successfully to facilitate language and early literacy acquisition with typically developing children and children with disabilities (Linder, 1993).

Play appears to facilitate the representational abilities that serve as a foundation for language and literacy development and provides children with opportunities to learn about the various functions and uses of print and language (Cazden 1984; Morrow, 1989; Pellegrini, 1982).

Cultural Relevance

The **Language is the Key** training model was developed with careful attention to how culture influences adult-child interactions. Play is a rich environment for communication development for young children across cultures (Nagasaki, Katayama & Morimoto, 1993). Early exposure to picture books also occurs across a variety of cultures and ethnic groups (Teale, 1984). The training program and videotape scripts were submitted for review to early childhood experts representative of diverse cultural backgrounds to assure broad cultural relevance.

Principles of Adult Learning

The **Language is the Key** training model includes training features that have been shown to be the most effective in teaching adults (Joyce & Showers, 1980). These include: presentation of the underlying theory, observation of the method as demonstrated by experts, practice of the method and coaching in real situations. Training staff to provide each other with constructive feedback and assist each other in setting goals (peer coaching) has proven to be an effective means of increasing desired teaching behaviors and communication (Hendrickson, Gardner, Kaiser & Riley, 1993; Miller, Harris, & Watanabe, 1991).

IV. PRESENTING THE COURSE TO EARLY CHILDHOOD PROGRAM STAFF

Training staff in using the strategies and enhancing their ability to train parents consists of four sessions: sessions one and two for content information, and sessions three and four for information on ways to train others effectively. The third session covers multicultural issues and the fourth session addresses ways to prepare parents to use the strategies. In the following pages you will find recommended agendas for each of the four sessions and technical information and tips for a smooth presentation. Accompanying handouts for reproduction are included in the Appendices.

Background Information for Trainers: Before teaching this class we strongly recommend that you review the information in Appendix 1 - Background Information for Trainers: pages 1 to 8. First, you will find detailed examples of the three language facilitation strategies and the overarching teaching strategy, ***Follow the Child's Lead*** (Table 1). Then, on pages 6 to 8, you will find Tables 2-4. These tables give more examples of how to use the strategies and how children benefit. For more in-depth courses, these tables can be used as handouts.

SESSION 1.
Language is the Key: *Talking and Books*

Using Picture Books to Build Language

Overview of Session	During this session participants view a videotape, ***Talking and Books*** and practice the three strategies to facilitate children's language during picture book time. In addition, early language and literacy development, and the role of picture book reading in enhancing language development is discussed.

Summary of the videotape - *Talking and Books* The videotape begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during picture book time is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and three specific language facilitation strategies are presented.

Key Points	• Looking at picture books with an adult or older peer helps build language in young children. • Children learn to talk from listening, making sounds and gestures. • Children begin to say single words, then begin to put two or three words together to make simple sentences. • Children look at and talk about pictures in books before they are interested in the printed words. • Adults are like a bridge between a young child and the world. They help the child learn about the meaning of words. • Using the **CAR** strategies with your child, is a very effective way to improve children's language abilities.

GOALS FOR SESSION 1

1. Participants will be prepared to use the three picture book strategies for building language production in young children.
2. Participants will be prepared to use peer coaching techniques in order to practice the strategies with another participant.
3. Participants will have introductory information about finding books with multicultural themes in the local public library.
4. Participants will be able to select appropriate books for picture book language building activities.

AGENDA

Session 1: Using Picture Books to Build Language

1. Why are picture books helpful in building language in young children?
2. What kind of language and book behaviors can you expect children to engage in? Foundations of early language and literacy development.
3. How you can help build children's language using picture books. Presentation of videotape and practice.
4. Selecting books for picture book language building.
5. How to improve your skills in using picture books to build language.

HANDOUTS FOR SESSION 1

- Why Use Picture Books for Language Development?
- Foundations of Early Language and Literacy Development
- **CAR** (Summary of the Three Strategies)
- Talking About Books: How do you do it?
- Selecting Books for Picture Book Language Building
- Finding Multicultural Books at the Public Library
- Peer Coaching (Description)
- Peer Coaching Discussion Guide

TRAINER GUIDE/ANNOTATED AGENDA

Session 1: Using Picture Books to Build Language

(Total Time: about 90 minutes)

- Introductions and Welcome
- Review Agenda

Materials

Videotape:
Talking and Books
VCR
Monitor
Handouts
See Appendices
Selection of children's books
(at least two per trainee)

1. Why are picture books helpful in building language in young children?

(10 minutes)

- Handouts Why Use Picture Books for Language Development
- Activities • Review handout.

★ Things To Emphasize ★

- ★ Picture books give children something to talk about.
- ★ If you want children to talk during book time, be quiet and patient.
- ★ Don't always read the book--have a conversation about the pictures.
- ★ Children are more likely to talk if **they** get to choose the subject or book. Adults can learn very quickly to do simple things--like waiting patiently or asking good questions--to get children to talk more. That's why it's a great way to involve parents.
- ★ Past research has shown big language gains when simple strategies are used with children -- both with and without disabilities.
- ★ Looking at books is developmentally appropriate--it's a good comfortable fit for children, teachers and families in the preschool years. Good match for many cultures.

2. What kind of language and book behaviors can you expect children to engage in? Foundations of early language and literacy development.

(10 minutes)

- Handouts Foundations of Early Language and Literacy Development
- Activities • Review handout

★ Things To Emphasize ★

- ★ Most young children are interested in books. They may want to hold the book, turn it around, open it up and turn some pages. Very young children may pat the pages and point to pictures and just listen to you talk or read. This is a perfectly normal way for the young child to begin using books. Older children may begin to comment about the pictures and ask you questions about the story.
- ★ When they are about 12 months of age, many children will begin saying single words. Around 2 years of age the typically developing child will start to put two words together and then form even longer sentences of even three, four or more words. Gradually their sentences will resemble those of adults more and more.
- ★ Children who are learning more than one language may mix words from both languages together.

3. How you can help build children's language using picture books.

(35 minutes)

◆ Handouts **CAR** (Summary of the Three Strategies)
Talking About Books: How do you do it?

◆ Activities
- Present videotape: ***Talking and Books.*** Videotape demonstrates each strategy.
- Review handouts.
- Have participants practice strategies with a partner. One partner is the adult, one is the child. Start with commenting. After adult partner practices with at least 10 comments, have them switch roles. Continue with questioning, and then responding.

★ ***Things To Emphasize*** ★

★ These strategies are simple to use and learn -- Just remember **CAR**

Before the child talks: **C**omment and wait
Ask questions and wait
After the child talks: **R**espond by adding a little more

★ The Five Second Rule: Remember to count to 5 to yourself to make sure you give the child enough time to respond.

★ Let the child choose the book. Or pick a book that you know is a favorite.

★ Just like adults, children might need a little practice to get the hang of talking about books. Don't give up if the child does not respond right away.

★ You may need to adjust questioning and books based on the developmental level of the child.

★ In some cases you may need to read the story or talk about the pictures yourself first. This will help the child become familiar with the book.

4. Selecting books for picture book language building.

(15 minutes)

◆ Handouts Guidelines for Selecting Books for Picture Book Language Building
Recommended Book List
Finding Multicultural Books at the Public Library

◆ Activities
- Review handouts.
- Participants pair up and select books, one they think is a good choice for picture-book language work and one that is not. Ask them to share reasons with group.

★ ***Things To Emphasize*** ★

★ Books that are interesting, diverse, action-filled, with interesting pictures.

★ Books with limited text.

★ Books with more than ten pages.

★ Books that vary according to the tastes, interests, and developmental level of child.

★ Books that are a good culture match or "culture-free."

5. How to improve your skills in using picture books to build language.

(20 minutes)

◆ Handouts	Peer Coaching Description. Peer Coaching Discussion Guide (multiple copies for each trainee).
◆ Activities	• Review handouts. • Peer coaching explanation and set up. • Model a peer coaching session.
◆ Closing	Practice for 15 minutes, 3 to 5 days a week before the next session. Keep a reflective journal.

ALTERNATIVE TRAINING FORMATS FOR SESSION 1

Instead of presenting the complete video following the introductory discussion, the facilitator may want to use more interactive format by presenting video segments separately and discussing each component. The videotape can be stopped after the sections describing the importance of language and language development and participants can discuss these topics. The facilitation strategies can also be presented separately with participant discussion and practice following segments at the videotape presentation that demonstrate individual three strategies.

DISCUSSION QUESTIONS AND ACTIVITIES FOR SESSION 1

- Ask participants to describe the language of a child they are familiar with and talk about what they remember about how the child developed language.
  - How did your child start to talk?
  - What kinds of words does your child say?
- Ask participants to talk about situations when their children talk the most and list strategies they use to get their children to talk.
  - Tell me the things you do to get children to talk.
- Ask participants to describe their child's interest in books and print.
  - What kinds of books does your child like?
  - What does he do with books?

PRESENTATION TIPS

Try not to talk for more than 15 minutes without getting audience feedback or involving them in the discussion or an activity.

Begin each topic with a *discussion question* for participants.

Ask questions that help participants relate the training topic to their own experiences.

At the end of the session, introduce topic for next session and make sure participants are aware of schedule and location arrangements.

FREQUENTLY ASKED QUESTIONS FOR SESSION 1

Is it OK to read the book to the child?

It is important to read to children. But for language building activities, we recommend you read little and listen a lot! We found that it is difficult for most adults to **not** read when given a book. For this reason, it is important to practice not reading. Reading the text does not provide an opportunity for the child to talk. In order to become proficient at using the strategies, trainees need to practice making comments, asking questions and responding by adding a little more. Some children may insist that you read the text, especially if it is a book they are used to reading with you. You can alternate reading and talking about the pictures. Your child will usually let you know when to read and when to talk. If the book has a lot of text you can just read a few sentences and then talk about the pictures. The important thing is to provide opportunities for the child to talk.

Can you use these strategies with more than one child?

You can probably use these strategies successfully with small groups of 2-3 children.

What age groups do these strategies work with best?

Because these strategies are responsive to the child and follow the child's lead, they can be used with children at different ages. They work best with young children who are beginning to learn language and are not yet able to read. Younger children will respond by labeling pictures while older children will talk about the story and other related events. In general, these strategies work best with children whose "language age" falls in the 2.5 - 4 year old age range.

What kinds of books are best?

Children each have their own individual preferences. The most important thing is that the child is interested in looking at the book. It is a good idea to have a variety of different types of books that present varied pictures and themes: action books, storybooks, informational books, books with simple graphics and books with detailed pictures, wordless books and books with simple text. Usually, counting and alphabet books are the least successful choices (See pp. 42-44 for a list of recommended books).

When is the best time to look at books?

The best time to look at books is during a quiet time in the day when there are no major distractions. At home, bedtime is usually a good time. In the classroom picture book time can become part of the daily routine, maybe after snack or lunch when children may be more ready for quiet activities.

How long should we look at books for?

It will depend on the child's interest, on how he or she is feeling and on what is happening in the immediate environment. What we have found is that setting aside 15 minutes works well.

What if the child wants to start at the back of the book, or skip pages?

Follow the child's lead. The goal is to get the child to talk so it's OK to start by talking about what the child is focused on even if it's the back of the book. Once the child is comfortable, you may want to suggest finding out how the story begins or what happened on skipped pages so that your child becomes aware of basic book conventions.

What if the child wants to look at the same book over and over?

Follow the child's lead. This happens quite often. Many young children love repetition and learn easier when things are familiar and predictable. Reading the same book over and over gives excellent opportunities to practice.

What if the child just doesn't want to look at books?

Don't give up if the child does not respond right away. In some cases you may need to read the story or talk about the pictures yourself first. Once the child is familiar with the story, she will have a lot to talk about (e.g., predicting what will happen next). If the child still does not show interest, then set aside the books and try a little later or wait until the next day.

What if parents don't have the money to buy books?

Be sure to provide information on how to access the public library. Also, magazines and catalogues that are interesting for the child can be used.

SESSION 2.
Language is the Key: *Talking and Play*

Using Play to Build Language

Overview of Session

During this session participants view the videotape *Talking and Play* and practice applying the same three language facilitation strategies in a new setting: play. In addition, the development and the role of play in enhancing language development is discussed.

Summary of the videotape - *Talking and Play* The videotape, *Talking and Play*, begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during play is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and the three specific language facilitation strategies are presented.

Key Points

- Playing helps build language in young children: play and early language develop together.
- There are different types of play. Any object can be a toy.
- Adults are like a bridge between a young child and the world. They help the child learn about the meaning of words and how to use them.

GOALS FOR SESSION 2

1. Participants will be prepared to use the three language facilitation strategies for building language production in young children.
2. Participants will examine their use of picture book strategies and peer coaching techniques (Follow-up to Session 1).
3. Participants will be able to select appropriate toys for language building activities during play.

AGENDA

Session 2: Using Play to Build Language

1. Feedback and questions about Session 1.
2. Why is the play setting helpful in building language in young children?
3. What kind of play behaviors can you expect children to engage in? Foundations of play development.
4. How you can help build children's language during play. Presentation of videotape and practice.
5. Selecting toys for language building during play.

HANDOUTS FOR SESSION 2

- Language and Play
- Play Basics
- **CAR** (Summary of Three Strategies)
- Selecting Toys

TRAINER GUIDE/ANNOTATED AGENDA

Session 2: Using Play to Build Language

(Total Time: about 90 minutes)

- ◆ Introductions and Welcome
- ◆ Review Agenda

Materials
Videotape
Talking and Play
VCR
Monitor
Handouts
See Appendices
Selection of toys

1. Feedback and questions about Session 1.

(15 minutes)

- ◆ Activities
  - Ask participants to share experiences using storybook reading strategies since Session 1.
    What was easy?
    Anything that was particularly hard to do?
    How about the reflective journals?
    Peer coaching?

2. Why is the play setting helpful in building language in young children?

(15 minutes)

- ◆ Handouts — Language and Play
- ◆ Activities
  - Review handout.
  - Encourage participants to share their own experiences in using play to facilitate language. Ask them to identify ways in which play offers special opportunities for enhancing language development.

★ Things To Emphasize ★

- ★ In play children use real objects and tangible materials. These are less abstract than books.
- ★ More complex play (like pretend play) leads to more complex language.
- ★ Play is fun!

3. What kind of play behaviors can you expect children to engage in? Foundations of play development.

(10 minutes)

- ◆ Handouts — Play Basics
- ◆ Activities
  - Review handout

★ Things To Emphasize ★

- ★ When children begin to talk they also begin to play with objects and toys in a symbolic manner (e.g, pretending to drink from a cup, putting a doll to bed, pretending a block is a car).
- ★ Later children engage in make believe activities where they use imaginary objects and pretend to be various characters.
- ★ At first children tend to use one action or object at a time, then gradually learn to combine them to create sequences and stories.

4. How you can help build children's language using play.

***(30* minutes)**

◆ Handouts **CAR** (Summary of the Three Strategies)

◆ Activities
- Present videotape: *Talking and Play*. Videotape demonstrates each strategy.
- Review handouts.
- Have participants practice strategies with a partner. One partner is the adult, one is the child. Start with commenting. After adult partner practices with at least 10 comments, have them switch roles. Continue with questioning, and then responding.

★ Things To Emphasize ★

★ These strategies are easy to use and learn - - Just remember **CAR**
Before the child talks: **C**omment and wait
Ask a question and wait
After the child talks: **R**espond by adding a little more

★ Using the strategies during play may take more practice than using strategies with books.

★ When making comments during play, describe what the child is doing just like the play-by-play announcer in a televised football game. (For example: "You are putting a roof on the dog house" or "The horse is going into the box.").

★ Easier to teach book strategies before teaching play strategies.

★ Children love it when adults are active play partners. Don't be afraid to play like a child! The Five Second Rule: Remember to count to 5 to yourself to make sure you give the child enough time to respond.

★ Let the child choose the toys or the activity. Or pick toys or activities that you know are favorites.

★ Just like adults, children might need a little practice to get the hang of talking about the toys or what he or she is doing. Don't give up if the child does not respond right away.

★ You may need to adjust questioning based on the developmental level of the child.

★ In some cases you may need to help the child become more comfortable with the play activity by beginning to play or explore objects yourself first.

5. Selecting toys for play language building.

(15 minutes)

◆ Handouts Selecting Toys

◆ Activities
- Review handout
- Ask participants to describe characteristics of toys and objects they have found to be helpful for facilitating language.

◆ Closing Practice for 15 minutes, 3 to 5 days a week before Session 3.
Maintain peer coaching and reflective journal.

★ Things To Emphasize ★

★ Toys and objects should be safe.

★ Use both structured and unstructured toys and materials.

★ Toys will vary according to tastes, interests and developmental level of child.

★ Good culture match or "culture-free" toys.

ALTERNATIVE TRAINING FORMATS FOR SESSION 2

Instead of presenting the complete video following the introductory topics, the facilitator may want to present video segments separately and discuss each component. The videotape can be stopped after the sections describing the importance of language and language development and participants can discuss these topics. The facilitation strategies can also be presented separately with participant discussion and practice following videotape presentation of each of the three strategies.

DISCUSSION QUESTIONS AND ACTIVITIES FOR SESSION 2

- Ask participants to describe the language of a child they are familiar with and talk about what they remember about how the child developed language.
  How did your child start to talk?
  What kinds of words does your child say?
- Ask participants to talk about situations when their children talk the most and list strategies they use to get their children to talk.
  Tell me the things you do to get children to talk.
- Ask participants to describe different types of play activities their children engage in.
  How does your child like to play?
- Ask participants to describe their children's favorite activities and toys.
  What kinds of toys does your child like?
  What does your child do with the toys?
- Ask participants if they have observed whether children seem to talk more in certain types of play situations or using certain types of toys or objects.
  Have you noticed play situations in which your child seems to speak more?
  Which ones? With which kinds of toys? With which types of adult scaffolding?

FREQUENTLY ASKED QUESTIONS FOR SESSION 2

Do these strategies work with more than one child at a time?

You can probably use these strategies successfully with small groups of 2-3 children.

What age groups do these strategies work with best?

Because these strategies are responsive to the child and follow the child's lead, they can be used with children at different ages. With younger children you may focus more on labeling objects and describing simple actions, while with older children you may engage in more elaborate conversations, imaginary dialogues, and paraphrasing.

What kinds of play and toys are best?

Children each have their own individual preferences. The most important thing is that the child is interested in the activity and materials. It is a good idea to have a variety of different types of toys and materials. Some children like structured toys while other may prefer materials that can be used in many ways. Some children may be more attracted by strong visual (e.g., bright colors) or auditory (e.g., objects that make noise) features, while others may prefer objects that have interesting tactile characteristics (e.g., playdough) or that have parts to manipulate (e.g., car wheels).

When and where is it best to play?

Play is children's work. That's what they do best! Children are engaged in some kind of play most of the time. The best thing to do is to pick a time when you are able to set aside other activities and spend a few minutes just interacting with your child. Try to pick a location depending on which type of play children prefer (e.g., dress-up in the child's room at home or in the dramatic play area in the classroom; playdough or painting in the kitchen or close to the classroom sink).

How long should we play?

It will depend on the child's interest, on how he or she is feeling and on what is happening in the immediate environment. Usually, what we have found to work well is to set aside a period of approximately 15 minutes.

What if the child just doesn't want to play?

Don't give up if the child does not respond right away. In some cases you may need to start playing yourself first. If the child still does not join in, suggest a different activity or change location or try again later. You may want to stand back and observe which activities your child likes to do best and at which times during the day.

Parents have busy schedules. What if they just don't have the time to sit down and play with their child?

The language facilitation strategies can be easily used in activities other than play: during snack or lunch, driving the car, taking a bath, on a walk...

What if parents don't have money to buy toys?

No particular objects or toys are needed to implement the language facilitation strategies. Parents can comment, ask questions, and respond to comments during any kind of activity they may be engaged in with their child.

SESSION 3.
Language is the Key: *Working Effectively in a Multicultural Environment*

How Culture Influences Behavior and Language Development

Overview of Session	The primary focus of this session is cultural and linguistic diversity. Participants will be encouraged to reflect upon their own cultural values and beliefs and to discuss their personal experiences with cultural and linguistic diversity. Information will be provided on how culture influences behaviors and the development of language.
Key Points	• Knowing ourselves helps us understand others better. Developing self-awareness about our own cultural beliefs is an important step to developing a good relationship with children and families from diverse cultural and linguistic backgrounds. • Avoid stereotypes. Each individual has a unique cultural experience based on the complex interaction of many factors. Therefore, there is tremendous diversity within specific cultural groups. • Cultural and linguistic diversity are assets and should be supported.

GOALS FOR SESSION 3

1. Participants will become aware of major issues related to working with children and families in a multicultural environment.
2. Participants will have introductory information about the role of heritage language development in overall language development of children raised in a bilingual context.
3. Participants will learn how to use interpreters effectively.
4. Participants will examine their use of language facilitation strategies during picture book and playtime as well as peer coaching techniques.

AGENDA

Session 3: Working Effectively in a Multicultural Environment

1. Feedback and questions from Session 2.
2. Parent and family roles in promoting their children's heritage language development.
3. Working with children and families in a multicultural environment.
4. Working with interpreters.

HANDOUTS FOR SESSION 3

- Facilitating Language Development in Young Bilingual Children
- Guidelines for Using Interpreters in Preschool Programs
- Cultural Competence
- Cultural Variations: Aspects to Consider

TRAINER GUIDE/ANNOTATED AGENDA

Session 3: Working Effectively in a Multicultural Environment

(Total Time: about 75 minutes)

Materials
Handouts
See Appendices

- ◆ Introductions and Welcome
- ◆ Review Agenda

1. Feedback and questions about Session 2.

(10 minutes)

◆ Activities • Ask participants to share experiences using play strategies.
What was easy?
Anything that was particularly hard to do?
How about the reflective journals?
Peer coaching?

2. Parent and family roles in promoting their children's heritage language development.

(20 minutes)

◆ Handouts Facilitating Language Development in Young Bilingual Children
◆ Activities • Review handout.

★ Things To Emphasize ★

- ★ Learning the language your family speaks at home well, your heritage language, may give your child a boost in learning English.
- ★ Speaking more than one language is an asset and should be fostered.
- ★ There are different cultural patterns in language use.
- ★ For some bilingual children, code switching -- switching between two languages -- is normal.
- ★ It is difficult to differentiate a child with a language delay from a child who is learning two languages at the same time.

3. Working with children and families in a multicultural environment.

(30 minutes)

◆ Handout Cultural Competence
Cultural Variations: Aspects to Consider

◆ Activities
- Review handouts.
- Encourage participants to discuss their own experiences related to cultural and linguistic diversity.
- Who has had experience working with families who speak a language other than English or who are from a different cultural background? Tell us about it.

★ *Things To Emphasize* ★

For good educational practice in a multicultural setting--

★ Be aware of your own culture and what you bring with you.
★ Learn more about the culture of your students.
★ Develop respect and a willingness to learn about other cultures.
★ Be aware of the diversity and individual differences within groups.
★ Be aware of the role of socioeconomic status.
★ Be aware of the diverse levels of acculturation. Immigrant families vary in their adherence to traditional practices and beliefs.

4. Working with interpreters.

(15 minutes)

◆ Handouts	Guidelines for Using Interpreters in Preschool Programs
◆ Activities	• Encourage participants to discuss their own experiences related to working with interpreters. Have any of you worked with an interpreter before? In which setting? Tell us about your experiences. • Review handout.
◆ Closing	Suggest participants keep reflective journals on personal experiences with cultural and linguistic diversity.

★ *Things To Emphasize* ★

★ Select interpreters carefully.
★ Take time to work with the interpreter before the meeting to prepare interpreter and yourself.
★ Remember that you are talking to the family and not to the interpreter. Take time to meet with the interpreter after the meeting.

ALTERNATIVE TRAINING FORMATS FOR SESSION 3

Working effectively in a multicultural environment requires thoughtful preparation and time. Session 3 is intended as an introduction or a refresher. Programs may want to use Session 3 as a starting point for more in-depth consideration of this topic.

As an introduction, the facilitator may want to show the last segments of the English versions of the ***Talking and Books*** or ***Talking and Play*** video that refer to cultural and linguistic diversity.

As an alternative or in addition to the large group discussion of personal experiences with working with families from diverse cultural and linguistic backgrounds, participants can be divided into small groups and asked to reflect upon their own cultural values and background or talk about biases and stereotypes. Refer to the next section for specific suggestions for questions and activities.

Consider inviting a family member, a professional or other people from diverse cultural and linguistic backgrounds to comment on their experiences.

Play the card game "Barnga." (see Resources)

DISCUSSION QUESTIONS AND ACTIVITIES FOR SESSION 3

- Ask participants to reflect on the language and behavior of children from diverse backgrounds in their classrooms. What are the linguistic or other behaviors they think may be representative of cultural and linguistic variations particular to bilingual children (e.g., examples of code-switching, nonverbal communication styles, adult-child interactions, degree of familiarity with school culture).
- Ask participants to share ways to make their classroom settings and their educational practices (assessment and curricula) more culturally sensitive.
- Ask participants to share successful strategies they have used to communicate and involve families from diverse cultural and linguistic backgrounds.
- Have participants discuss ways they can learn more about the values and beliefs of another cultural group.
- Have participants share their perspectives on what they think are the values and characteristics of the culture of their own family.
  - What are some of the most important values in your family?
  - Who do you consider part of your family?
  - What child-rearing practices do you use?
  - Which kinds of foods do you eat in your family?
  - How would you characterize the major communication style among members of your family?
  - How are the roles of various family members defined (e.g., mother, father, grandparents)?
- Have participants discuss cultural stereotypes. Ask them to reflect about instances when they had certain expectations or assumptions about others based on ethnicity or socioeconomic status. Or to describe their reactions and feelings when someone made a culturally stereotypical assumption about them.

PRESENTATION TIPS

Use examples drawn directly from the participants' discussions and behaviors to illustrate key points.

Capitalize upon the presence of participants that are knowledgeable about other cultures and languages and ask them to share information and experiences.

Discussion of certain topics such as cultural stereotypes or respect for diversity may evoke strong feelings and create tension among participants. Be prepared to acknowledge these issues and emotional reactions and stress the importance of respecting individuals and diversity.

FREQUENTLY ASKED QUESTIONS FOR SESSION 3

How can I tell a language delay from a language difference?

Find out about a child's knowledge of the first language by asking parents or other people who can speak that language. Observe other aspects of the child's behavior during regular class activities such as how easily they adapt to situations and learn new skills, their social interactions with adults and peers, their memory and attention span.

What do I do if the child makes mistakes in English?

Providing a correct model by rewording the child's utterance usually works better than pointing out errors. Some mistakes may be due to influences of the child's first language on the second (e.g., particular word order patterns or phonetic sounds). So, if you can, find out more about the characteristics of the child's first language.

What if other children react negatively to the child who does not speak English well?

It's important to promote cultural and linguistic diversity as an asset. Emphasize the advantages of knowing more than one language. Have the bilingual child teach words to other children. Include diverse cultural and linguistic materials in daily activities (toys, books, music, posters, foods, videos).

What if an interpreter is not available?

Ask the parent if there is an adult family member or a friend who could serve as an interpreter. If possible, contact this person before to introduce yourself and explain the general purpose of the meeting. There may also be other bilingual parents of children in your classroom or school who speak the same language and would be willing to interpret. Avoid using the child, or even an older sibling, as an interpreter.

Should I try to speak the parents' language if they do not speak English?

When discussing a child's development or when conducting a parent meeting it is probably better for professionals as well as parents to speak the language they are most comfortable in! It is preferable to speak English and to use an interpreter, if you can. However, most parents will genuinely appreciate your efforts to learn a few words in their language (e.g., hello, thank you, good bye, please). Don't be embarrassed to try out a few words. It may help build a stronger relationship.

SESSION 4.
Language is the Key: *Working with Families*

Teaching Families to Support Language Development

Overview of Session

This session prepares participants to train families in the use of the picture book and play language facilitation strategies. First, participants examine their roles as professionals and discuss ideas for building relationships with families. Then, information is provided on effective ways to conduct the parent training sessions.

Key Points

- Attitude is important. Treat family members with respect and as equal partners. Be willing to listen.
- Emphasize the important role families play in helping their child develop language.
- Be clear in the way you communicate, get feedback to make sure you have been understood, invite dialogue and interaction.

GOALS FOR SESSION 4

1. Participants will develop awareness of issues related to family-professional relationships.
2. Participants will identify strategies for building collaborative relationships with families.
3. Participants will learn principles of effective communication.
4. Participants will have basic information on training content and effective instructional methods to use with families.

AGENDA

Session 4: Working with Families

1. Establishing a collaborative relationship.
2. Communicating effectively.
3. Sharing information about language development.
4. Sharing information about looking at picture books and play.
5. Guidelines for presenting language facilitation strategies to parents

HANDOUTS FOR SESSION 4

- Communication Styles
- Looking at Picture Books and Playing with Your Children
- Please Tell Us What You Think
- Important Information About Language Development
- **CAR** (Summary of the Three Strategies)

TRAINER GUIDE/ANNOTATED AGENDA

Session 4: Working with Families

(Total Time: about 80 minutes)

Materials
Handouts
See Appendices

- ◆ Introductions and Welcome
- ◆ Review Agenda

1. Establishing a collaborative relationship.

(25 minutes)

◆ Activities
- Encourage participants to define how they see their role as a professional with respect to that of families (e.g., What are their expectations of parents?)
- Ask participants to identify characteristics of a positive family-professional relationship.
- Have participants share successful strategies they have used to build relationships with families.

★ Things To Emphasize ★

- ★ Family-professional collaboration is an important component of effective early childhood programs.
- ★ Building collaborative relationships takes time and effort. They are based upon trust and mutual respect.

2. Communicating effectively.

(20 minutes)

◆ Handouts Communication Styles

◆ Activities
- Review handout.
- Ask participants to reflect upon their own communication styles and how certain aspects may facilitate or hinder interactions with people who have different styles.
- Have participants give ideas for facilitating communication.

★ Things To Emphasize ★

- ★ Differences in communication style may impact relationships and interactions.
- ★ Watch out for miscommunications. Remediate by clarifying the message in appropriate ways (e.g., providing **specific** examples, using real objects or pictures. If you are going on a field trip to the zoo, for example, show the parent a picture of the zoo).

3. Sharing information about language development.

(10 minutes)

◆ Handouts Important Information About Language Development

◆ Activities
- Review handout.

★ *Things To Emphasize* ★

- ★ It is crucial to make parents aware of the importance of talking, listening, looking at picture books and playing with their children.
- ★ Make sure parents realize the importance of their role in promoting the development of the child's first language, and that facilitating the first language will lead to better learning of English.
- ★ Help parents link the information presented to their own experiences by asking them for examples of things they have observed about their own child.

4. Sharing information about looking at picture books and play.

(10 minutes)

- ◆ Handouts Looking at Picture Books and Playing with Your Children
  CAR (Summary of the Three Strategies)
- ◆ Activities • Review handouts.

★ *Things To Emphasize* ★

- ★ It is best to organize two sessions for parents. During the first session present *Talking and Books*. During the second session present *Talking and Play*.
- ★ Make sure parents realize the learning value of fun activities such as looking at picture books and playing with toys.
- ★ Stress the fact that no special materials or skills are needed to implement the strategies. This is EASY!
- ★ Make sure parents do not feel anxious about expectations.

5. Guidelines for presenting language facilitation strategies to parents.

(15 minutes)

5.1 Present "Comment and wait."

- ◆ Handouts Please Tell Us What You Think
- ◆ Activities
  - Present the videotape (*Talking and Books* or *Talking and Play*).
  - Describe the first strategy, "**C**omment and wait."
  - Model at least 5-10 examples of comments.
  - Ask parents to pair-up. Ask one member of each pair to be the child and the other the parent. Have them practice making comments.

★ *Things To Emphasize* ★

- ★ Comments should follow the child's interest.
- ★ Comments are followed by a pause of at least 5 seconds to give the child time to talk.

5.2 Present: "Ask questions and wait."

- ◆ Activities
  - Describe the second strategy, "**A**sk questions and wait."
  - Model at least 5-10 examples of asking questions.
  - Ask parents to pair-up again to practice asking questions.

★ Things To Emphasize ★

★ Questions are most effective when they follow the child's interests.

★ The questions can vary according to the child's ability. They can include questions with only one answer ("closed" questions) or questions that have lots of answers ("open-ended" questions).

★ Questions are followed by a pause of at least 5 seconds to give the child time to talk.

5.3 Present "Respond by adding a little more."

◆ Activities
- Describe the third strategy, "**R**espond by adding a little more."
- Model at least 5-10 examples of responding. You can make up the child's utterances, or have parents role play.
- Ask parents to pair-up again and practice responding by adding a little more.

★ Things To Emphasize ★

★ Your response can repeat what the child said, with a little added.

★ Your response can just be on the same topic without repeating (e.g., a comment, a question, a paraphrase).

5.4 Review and summarize the three strategies

◆ Activities
- Summarize the three strategies.
- Restate the three strategies:
  Comment and wait, **A**sk questions and wait, **R**espond by adding a little more.
- Ask about any questions parents may have.
- Ask parents to use the strategies at home with their child. It may help to have the parent identify a specific time and place for implementing the strategies.

◆ Closing Discuss practical aspects of setting up parent training sessions (e.g., obtaining equipment, comfortable seating, presentation tips, handouts, recruiting participants, providing transportation).
Review the evaluation form: Please Tell Us What You Think.

★ Things To Emphasize ★

★ Parents can be trained individually or in small groups.

★ Parents are busy people. Call each parent before the training session.

★ Find out about each parent's familiarity with the language in which the training will be presented.

★ Parents may be anxious about the training. Be reassuring and relaxed.

★ If giving feedback to parents while practicing the strategies, be sure to identify positive examples.

★ At the end of the training, help parents think about when and where they would like to use the strategies, for how long and which kinds of books and toys they will use.

★ Ask if they would like to be paired with another parent to discuss the use of the strategies as they implement them at home with their child.

★ Make sure parents know how to contact you if they need additional assistance.

★ Make plans for follow-up.

ALTERNATIVE TRAINING FORMATS FOR SESSION 4

As an alternative or in addition to the large group discussion, participants can be divided into small groups to reflect upon their communication styles and personal experiences in communicating with families. Consider inviting family members for part of the session to provide their perspective. Have trainees practice implementing the training with other participants serving as parents. This can be done at the end of Session 4 if time allows, or additional practice sessions can be scheduled. Another possibility is to have trainees videotape practice sessions, review the tapes and provide them with individual feedback.

DISCUSSION QUESTIONS AND ACTIVITIES FOR SESSION 4

- Divide participants into two groups. Have one group identify the contributions families bring to the family-professional relationship. Have the second group identify the contributions professionals bring to the family-professional relationship. Compare and discuss the lists.
- Ask participants to think about a personal experience in which they encountered a communication breakdown or a misunderstanding. Have them share what they did or would do to clarify the message.

  What would you do if you could not get your message across?
- Have participants discuss ways for developing a relationship with a family whose language they do not speak.
- Have participants brainstorm effective ways to draw parents into a school sponsored activity or training.

PRESENTATION TIPS

Have a chalkboard or flip chart and write down key ideas from discussions to use later in the session.

Encourage participants to link ideas presented to their own personal experiences.

FREQUENTLY ASKED QUESTIONS FOR SESSION 4

How do I get parents to come to the training? Just sending a written invitation or memo doesn't seem to work.

Setting up the training may take some prior preparation. You may want to contact parents individually when they bring their children to school or call them at home. Also, you can begin with a small group of parents you know well and ask them to contact other parents. Consider providing child care and snacks or a meal.

What can I do to make parents feel more comfortable participating in school activities?

Some parents, especially those from other cultures, may feel unwelcome at school because they are not familiar with the mainstream culture of the school. It is important to tailor relationships and involvement to each individual family. While some parents may want to volunteer in the classroom, others may prefer to have you visit them at home or invite you to attend special community events. Try to get to know each parent and suggest activities that fit their interests. For example, invite parents to come and cook their favorite recipes with the class or talk about their professions or share their favorite stories.

V. PRESENTING THE COURSE TO FAMILIES

Training for family members is best conducted using two sessions. We recommend two sessions for several reasons.

- To increase the likelihood that parents will gain proficiency. This is more likely if two separate sessions are used. It provides an opportunity for distributed practice and skill reinforcement.
- Two separate sessions allow parents to reflect on what they have learned and return for answers to their questions.
- The first 5-7 minutes of each video are the same and appear redundant when viewed in the same session. When used in two separate sessions they reinforce important material.
- Total viewing time for the two videos *together* is 40 minutes. We think that is too much passive viewing for a single session.
- The more opportunities you have to interact with parents and draw them into your program, the better your relationship will be.

We strongly recommend that trainers review the information in Session 4, as well as the tables in Appendix 1: Background Information for Trainers. This will provide trainers with a deeper understanding of the content covered in the sessions.

PARENT SESSION 1.
Language is the Key: *Talking and Books*

Using Picture Books to Build Language

Overview of Session	During this session parents view the videotape, ***Talking and Books.*** Then, they practice the three strategies to facilitate children's language during picture book time. In addition, early language and literacy development, and the role of picture book reading in enhancing language development is discussed.

Summary of the videotape - *Talking and Books* The videotape begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during picture book time is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and three specific language facilitation strategies are presented.

Key Points	• Three easy strategies can help your child with language: **C**omment and wait, **A**sk questions and wait, **R**espond by adding a little more And remember to follow the child's lead. • Parents and family are their children's first and best teachers. • Using picture books to help children with language is extremely effective and will help children succeed in school. • It only takes 15 to 20 minutes a day to help your child. • Parents can help children by teaching the language that is spoken in the home.

Goals for Parent Session 1

1. Parents will be prepared to use the three picture book strategies for building language in young children.
2. Parents will understand the importance of their role in their child's language development.

AGENDA

Parent Session 1: Using Picture Books to Build Language

1. Parents and family members are children's first and best teachers. They teach language by talking and listening to their children.
2. How can parents and family members build children's language using picture books?
3. How can you improve your skills?

HANDOUTS FOR PARENT SESSION 1

- Granny and Sissy: A Fable
- Important Information about Language Development
- **CAR** (Summary of the Three Strategies)
- Please Tell Us What You Think

TRAINER GUIDE/ANNOTATED AGENDA

Parent Session I: Using Picture Books to Build Language
(Total Time: about I hour)

- Introductions and Welcome
- Review Agenda

Materials
Videotape:
Talking and Books
VCR
Monitor
Handouts
See Appendices
Selection of children's books

1. Parents and family members are children's first and best teachers. They teach language by talking and listening to their children.

(10 minutes)

◆ Handouts	Granny and Sissy: A Fable
◆ Activities	• Read fable to participants. • Discuss parent/family role in children's language development.

★ ***Things To Emphasize*** ★

- ★ Children like to look at books with an adult.
- ★ For young children, *reading* the book is not as important as talking about the pictures.
- ★ Children talk more when they get to choose what to talk about.
- ★ Sometimes, adults don't wait long enough for children to talk. Give children time to talk.

2. How can parents and family members build children's language using picture books?

(25 minutes)

◆ Handouts	**CAR** (Summary of the Three Strategies)
◆ Activities	• View videotape, *Talking and Books*. • Review **CAR** handout and discuss strategies.

(See pp. 27-29 for a detailed description of how to present strategies to parents)

★ ***Things To Emphasize*** ★

- ★ Follow the child's lead.
- ★ Count to five so you give children time enough to talk.
- ★ Making comments is difficult for most adults. You will need to practice this skill.

3. How can you improve your skills?

(15-20 minutes)

◆ Handouts	Important Information about Language Development
◆ Activities	• Select a willing participant from the audience. Role play the strategies with the participant acting as the child. • Have the parents work in pairs. Let each pair select a picture book. Each pair will role-play for 2-3 minutes with one person taking the role of the child and one person taking the role of the adult. Then have them switch roles. • Review handout. Answer questions about language development.

★ *Things To Emphasize* ★

- The more you practice, the better you will get and the more opportunity your child will have to learn to talk.
- Be persistent. Observe what interests your child. Build on what the child wants to do.
- It's OK if the child chooses the same book over and over.
- It's OK if the child wants to read the book from back to front, starts in the middle or does not finish a book. The idea is to get the child talking.

ALTERNATIVE TRAINING FORMATS FOR PARENT SESSION I

View the tapes with family members during home visits. Or, the tapes can be left with families and retrieved at the next home visit. Some programs encourage parents to check the videotapes out and take them home to view. You might also have the videotapes and a television available in your waiting area so that parents can view them while waiting for a parent/teacher conference. The tapes can be used in the same way in the office waiting rooms of physicians, dentists and the public health department.

DISCUSSION QUESTIONS AND ACTIVITIES FOR PARENT SESSION 1

- Ask participants to reflect on their child's language.
  - Does he use one-word, two-word or longer phrases?
  - Remember when your daughter said her first word --- What was it? What kinds of things does your child say, now?
- Ask participants to describe their child's interest in books and print.
  - What kinds of books does your child like?
  - What does he or she do with books?
  - Where does your child go to look at books?
  - Does she ask you to look at books with her?

PRESENTATION TIPS

We recommend that each parent session last about 45 minutes and include an additional 20-30 minutes for refreshments and social time.

Many programs build the training into their existing parent nights or other family events.

Offering a meal, organizing a potluck or serving dessert is a good way to get parents to attend.

Providing childcare for daytime or evening events helps increase turnout.

FREQUENTLY ASKED QUESTIONS FOR PARENT SESSION I

Please refer to page 13 to 14 for a presentation of frequently asked questions.

PARENT SESSION 2.
Language is the Key: *Talking and Play*

Using Play to Build Language

Overview of Session

During this session parents have the opportunity to ask questions and reflect on their use of play to build language. The three strategies are briefly reviewed. Then, parents view the videotape, ***Talking and Play.***

Summary of the videotape - *Talking and Play* The videotape begins by illustrating the important role of language in everyday life and briefly describes how young children develop language. The role played by the adult in helping children learn language during play is emphasized. The overarching teaching approach -- ***Follow the Child's Lead*** -- and the three specific language facilitation strategies are presented.

Key Points

- The three easy strategies learned during the last session are also effective during play time.
  Comment and wait, **A**sk questions and wait, **R**espond by adding a little more
  And remember to follow the child's lead.
- Children learn through play. This is their "work" time.
- The strategies can also be used in settings other than play time, -- like waiting for the bus, taking a walk, doing chores, etc.
- You don't need expensive toys to use these strategies. Children can turn any household object into a toy.

GOALS FOR PARENT SESSION 2

1. Parents will be prepared to use the three language building strategies in a play setting.
2. Parents will understand the role of play in children's development.

AGENDA

Parent Session 2: Using Play to Build Language

1. How did you do with the picture book activities? What questions do you have?
2. How can parents and family members build children's language using play?
3. Closing.

HANDOUTS FOR PARENT SESSION 2

- **CAR** (Summary of the Three Strategies)
- Looking at Picture Books and Playing with Your Children
- Please Tell Us What You Think

TRAINER GUIDE/ANNOTATED AGENDA

Parent Session 2: Using Play to Build Language

(Total Time: about I hour)

Materials
Videotape:
Talking and Play
VCR
Monitor
Handouts
See Appendices
Selection of household objects

- ◆ Introductions and Welcome
- ◆ Review Agenda

1. How did you do with the picture book activities? What questions do you have?

(10 minutes)

◆ Activities • Ask participants to share experiences using storybook reading strategies since Session 1.
What was easy?
Anything that was particularly hard to do?
What time of the day worked best?
Did you notice more talking from your child?
What did you learn about your child?

2. How can parents and family members build children's language using play?

(25 minutes)

◆ Handouts **CAR** (Summary of the Three Strategies)

◆ Activities
- View videotape, *Talking and Play*.
- Review **CAR** handout and entertain questions.
- Have parents work in pairs. Let each pair select a toy or household object. Each pair will role-play for 2-3 minutes with one person taking the role of the child and one person taking the role of the adult. Then have them switch roles.

★ Things To Emphasize ★

- ★ Follow the child's lead.
- ★ Count to five so you give children time enough to talk.
- ★ The more you practice, the better you will get and the more opportunity your child will have to learn to talk.
- ★ Try narrating your child's play - like a play-by-play announcer on a sports event on TV. For example, "You're putting the hat on the boy." or, "The dog is barking at the cat."
- ★ Teach other people in your family to use the same strategies.
- ★ Use the language you are most comfortable using.

3. Closing.

(15-20 minutes)

◆ Handouts: Looking at Books and Playing with Your Children
Please Tell Us What You Think

◆ Activities
- Review handouts.
- Answer questions.
- Have parents complete evaluation form.

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ALTERNATIVE TRAINING FORMATS FOR PARENT SESSION 2

View the tapes with family members during home visits. Or, the tapes can be left with families and retrieved at the next home visit. Some programs encourage parents to check the videotapes out and take them home to view. You might also have the videotapes and a television available in your waiting area so that parent's can view them while waiting for a parent/teacher conference. The tapes can be used in the same way in the office waiting rooms of physicians, dentists, and the public health department.

DISCUSSION QUESTIONS AND ACTIVITIES FOR PARENT SESSION 2

- Ask participants to reflect on their child's play.
  Does he talk during play?
  Does she have an imaginary friend?

PRESENTATION TIPS

Parents who speak a language other than English may be confused about what language they should use at home. Encourage them to speak the language they speak best.

FREQUENTLY ASKED QUESTIONS FOR PARENT SESSION 2

Please refer to pages 18-19 for a presentation of frequently asked questions.

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Camp, L. (1997). *Keeping Up With Cheetah/Chay Theo Cheetah.* Black Butterfly Children.
Sheheen, D. (1987). *A Child's Picture Dictionary.* New York: Adama Books.
Wyndham, R. (1968). *Chinese Mother Goose Rhymes.* New York: Philomel Books.

Vietnamese/English Books

Camp, L. (1997). *Keeping Up With Cheetah/Chay Theo Cheetah.* Black Butterfly Children.
Teague, K. (1990). *Faces.* Magi Publications.

Spanish/English Books

Corpi, L. (1997). *Where Fireflies Dance/Ahi Donde Bailan Las Luciernagas.* Children's Book Press.
Delacre, L. (1989). *Arroz Con Leche: Popular Songs And Rhymes From Latin America.* New York: Scholastic.
McNaught, H. (1973). *500 Palabras Nuevas Para Ti.* Random House.
Reiser, L. (1996). *Margaret And Margarita/Margarita Y Margaret.* Mulberry Books.
Tabor, N. (1996). *A Taste Of The Mexican Market/ El Gusto Del Mercado Mexicano.* Watertown, MA: Charlesbridge.

Videotapes

General Interest Video Tapes

Child Development: Birth To Five (Spanish and English). Produced by Reflections, Lone Rock, WI.
Learning Language and Loving It: An Introduction. Produced by the Hanen Centre, Ontario, Canada. Buffalo, NY: *The Hanen Program.*

Talking and Books Video Tapes

Born To Succeed: An Early Literacy Message From Young Parents/La Llave Del Exito (Spanish and English). Produced by Early Childhood Resources of Multnomah County Library. Portland, OR: Oregon State Library.
Early Book Stages. Produced by R. Holguin. Van Nuys, CA: Child Development Media Inc.

Talking and Play Video Tapes

You Can Make The Difference In Helping Your Child Learn: Teaching Tape and Parent Guidebook. Produced by the Hanen Centre, Ontario, Canada. Buffalo, NY: The Hanen Program.
Family-guided Activity-based Intervention For Infants And Toddlers. Produced by J. Woods Cripe (1995). Baltimore, MD: Paul Brookes.
Encouraging Communication and Play: Family-centered Home Health Services For Young Children (1996). Produced by J. Pokorni. Van Nuys, CA: Child Development Media.

Working in a Multicultural Environment Video Tapes

Project CRAFT: Culturally Responsive and Family Focused Training. By D. Chen, L. Brekken, & S. Chan (1997). Baltimore, MD: Paul Brookes.
Essential Connections: Ten Keys To Culturally Sensitive Child Care. Produced by Far West Laboratory. Sacramento, CA: California Department of Education, Bureau of Publications.

Working with Families Video Tapes

Reflective Supervision: A Relationship for Learning. Produced by L. Gilkerson & R. Shahmoon Shanok. Arlington, VA: Zero to Three/The National Center.

Building a Family Partnership (1995). Produced by J. Staton. Van Nuys, CA: Child Development Media Inc.

Reaching The Family: Cultural Competence For Programs. Produced by California Department of Education. Sacramento, CA: Resources in Special Education.

Serving The Family: Cultural Competence For Staff. Produced by California Department of Education. Sacramento, CA: Resources in Special Education.

Other Resources

Barnga - A card game that promotes cross-cultural awareness. Intercultural Press, P.O. Box 700, Yarmouth, ME 04096

Organizations

American Speech, Language and Hearing Association (ASHA)
Office of Multicultural Affairs
10801 Rockville Pike
Rockville, MD 20852
1-800-498-2071

Association for Childhood Education International
11501 Georgia Avenue, Suite 315
Wheaton, MD 20902
1-800-423-3563.

Council for Exceptional Children Division for Early Childhood
Division for Culturally and Linguistically Diverse Exceptional Learners
1920 Association Drive
Reston, VA 22091-1589
1-800-641-7824

Council on Interracial Books for Children
P.O. Box 1263
New York, NY 10023

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois
51 Gerty Drive
Champaign, Illinois 61820-7469
1-800-583-4135
http://ericeece.org

National Association for Bilingual Education
1220 L Street NW, Suite 605
Washington, DC 20005
(202) 789-2866
http://www.nabe.org

National Association for the Education of Young Children
1509 16th Street, N.W.
Washington, DC 20036-1426
1-800- 424-2460
http://www.naeyc.org

National Clearinghouse for Bilingual Education
(NCBE) at the George Washington University
1118 22nd St. NW
Washington, D.C. 20037
http://www.ncbe.gwu.edu

Center for Research on Education, Diversity, and Excellence (CREDE)
University of California, Santa Cruz
1156 High Street
Santa Cruz, CA 95064
(408) 459-3500
http://www.crede.ucsc.edu

National Parent Network on Disability (NPND)
1200 G Street NW, Suite 800
Washington, DC 20005
http://www.npnd.org

Office of Bilingual Education and Minority Languages Affairs
U.S. Department of Education
600 Independence Ave., SW.
Switzer Building
Washington, DC 20202-65 1 0
http://www.ed.gov/offices/OBEMLA
email: obemla@ed.gov

Websites

Children's Books

The Children's Literature Web Guide
http://www.acs.ucalgary.ca/~dkbrown/lists.html

The New York Public Library
http://www.nypl.org/branch/kids/gloria.html

Children's literature focusing on Latino people, history and culture
http://latino.sscnet.ucla.edu/Latino - Bibliography.html

Center for the Study of Books in Spanish for Children and Adolescents
http://www.csusm.edu/campus_centers/csb

Native American Books
http://www.indy4.fdl.cc.nm.us/~isk/books/bookmenu.html

Other Websites

Association for Speech, Language, and Hearing (ASHA)
http://www.asha.org

Council for Exceptional Children (CEC)
http://www.cec.sped.org

Council for Exceptional Children-Division for Early Childhood (DEC)
http://www.soe.uwm.edu/dec/dec.html

Council of the Great City Schools
Programs for linguistically and culturally diverse students
http://www.cgcs.org/services/whatworks/

ERIC Clearinghouse on Disabilities and Gifted Education
http://www.cec.sped.org/ericec

National Clearinghouse for Bilingual Education (NCBE) Newsline
http://www.ncbe.gwu.edu

National Clearinghouse on Elementary and Early Childhood Education
(ERIC/EECE) Digests page
http://www.ericps.crc.uiuc.edu/eece/pubs/digests.html

National Clearinghouse on Elementary and Early Childhood Education
Early Childhood Research and Practice (ECRP) journal website
http://www.ericps.crc.uiuc.edu/eece/pubs/ecrp.html

National Clearinghouse for Professions in Special Education
http://www.cec.sped.org/ncpse

National Early Childhood Technical Assistance System (NEC*TAS) website
http://www.nectas.unc.edu

U.S. Department of Education
http://www.ed.gov

Washington Research Institute
http://www.wri-edu.org/

Zero to Three: Young Explorers. For parents and professionals.
http://www.zerotothree.org

Language is the Key

Appendix 1

Background Information for Trainers

Table 1: How to Increase Language Using CAR
Table 2: Using Comments to Facilitate Language Development
Table 3: Using Questions to Facilitate Language Development
Table 4: Using Responses to Facilitate Language Development

Table 1

How to Increase Language Using C A R

Strategy	Picture Book Example	Play Example
❶ **The Overarching Teaching Strategy - Follow child's lead** Let the child show interest in a toy or book, before you begin to talk. The child will be most talkative about things she's interested in.	Present your child with a selection of books and let him choose. Carefully listen to what the child says as she turns the pages. For example: *Child: "Alligator!"* Follow the child's lead by talking about the alligator. *Adult: "That alligator has sharp teeth!"* Carefully observe the child as she turns the pages. For example: *(Child points to a picture of an igloo.)* Follow the child's lead by talking about the igloo. *Adult: "That house is made of snow."* *or* *"I think that house would melt in the hot sun!"*	Give the child a selection of toys and let him choose. Carefully listen to the child's talk in a play setting. For example: *Child: "Baby needs a nap."* Follow the child's lead by talking on the same topic: *Adult: "I think the baby is tired"* *or* *"I saw the baby yawn."* *"The baby needs a warm blanket."* Carefully observe the child at play. For example: *(Child is putting toys in a truck.)* Follow the child's lead by talking about what she is doing. *Adult: "You are putting a girl in the truck."* Think of your role as narrating what the child is doing--like a play-by-play TV announcer during a sporting event.

Table 1 (cont'd)

How to Increase Language Using C A R

Strategy	Picture Book Example	Play Example
❷ **Comment and wait** Just comment on what the child is doing or seeing, or on what you are doing or seeing. Then wait. Count to 5 to give the child time to respond.	Describe a picture the child is looking at. *Adult: "This dog is dancing."* *(count to 5)* *Child: "Dog has hat!"* *or* *Adult: "Lowly Worm is swimming in the lake!"* *(count to 5)* *Child: "He's wet!"* *or* *Adult: "I like bananas!"* *(count to 5)* *Child: "I like apples!"*	Describe or comment on the toy the child is playing with. *Adult: "Your snake has a long, red tongue."* *(count to 5)* *Child: "Big nose!"* *or* *Adult: "I'm putting a duck on the train."* *(count to 5)* *Child: "Giraffe!"* *Adult: "The giraffe wants to go for a ride."* *or* *Adult: "I like that doggy."* *(count to 5)* *Child: "My doggy."*

Table 1 (cont'd)

How to Increase Language Using C A R

Strategy	Picture Book Example	Play Example
❸ **Ask questions and wait** Some questions have only one answer or require the child to say only one or two words. Examples: What is that? Do you like dogs? Who is this? What color is this kitty?	Ask the child a question that has only one answer and wait. (Count to 5). *Adult: "What is that?"* *Child: "Rocking horse."* *or* *Adult: "Do you think the horse wants to eat grass?"* *Child: "Yes."* *or*	Ask the child a question that has only one answer and wait. (Don't forget to count to 5.) *Adult: "How many feet does the dog have?"* *Child: "Four."* *or* *Adult: "What color is the house?"* *Child: "Blue."*
Other questions have more than one answer or require the child to say a longer string of words. This type of question is usually more difficult for young children. Examples: What should we do next? What is the pig going to do? What are you doing? Why did the hen run in the house? Tell me about these. How do you think the girl feels about that? How do you know which type of question to use? It all depends on the language ability of the child. Try a few of each type and see if the child is ready for easy questions (questions with a short answer)	*Ask the child a question that requires a longer answer and wait.* *Adult: "What should we do now?"* *Child: "Put baby in bed."* *or* *Adult: "Tell me about these kittens."* *Child: "This mommy, this baby, this daddy and this is me!"*	Ask the child a question that has lots of answers and wait. (Don't forget to count to 5.) *Adult: "Why did the boy hide in the toy chest?"* *Child: "Because his dog can't find him."* *or* *Adult: "What is happening here?"* *Child: "The monkey is jumping on the bed!"*

Table 1 (cont'd)

How to Increase Language Using C A R

Strategy	Picture Book Example	Play Example
❹ **Respond by adding a little more** This is something you do after your child talks. Take what your child says and make it a longer phrase. You can add new vocabulary, rephrase what the child says in a new way or turn the child's comment into a question.	After the child talks about what she sees in the book, respond by adding a few words to make a longer phrase. *Child: "Boy eating."* *Adult: "The boy is eating the toast."* Or rephrase what the child said. *Child: "This girl has a kitten on her bed."* *Adult: "The kitten is sleeping on the girl's bed."* You can also add new vocabulary. *Child: "That's a big pencil."* *Adult: "You're right! That pencil is enormous!"*	After the child talks, add a few words to make a longer phrase. *Child: "Mommy car."* *Adult: "Mommy has a big car!"* *or* *Child: "My house has grass in front."* *Adult: "Your house has a beautiful lawn in the front yard."* Or you can rephrase what the child says: *Child: "I'm hungry."* *Adult: "You must be ready for lunch!"* You can also turn the child's statement into a question. *Child: "Let's get on the bus."* *Adult: "Are you ready to get on the school bus?"*

Table 2

USING COMMENTS TO FACILITATE LANGUAGE DEVELOPMENT

Type of Comment	*Benefit*
He's eating a (pause)	Invitation to fill in the last word.
Wow, that's a big fish!	Size concept and vocabulary
I see three cats.	Number concept, vocabulary, and plural form
I wonder what he is doing?	Invitation to open-ended response
I like ice cream.	Vocabulary and model for self talk
That boy is crying.	Vocabulary, invitation to give causal response
That flea bit the mouse!	Vocabulary, past tense
We have one of those!	Invitation to talk about common item

Suggestions: WAIT after commenting.

Keep the comments one step above complexity level of child's language.

Comment about what the child seems to be interested in.

Table 3

USING QUESTIONS TO FACILITATE LANGUAGE DEVELOPMENT

Type of Question	***Likely Response***
Where's the XXXX?	Point, no talking
Is this a XXX?	Nod yes, or no
Who broke the window?	Pointing, or one or two word response
What is this?	One or two word answer
What is she doing?	Multiple word answer about immediate topic
When did he do that?	Time concept
Where did she go?	Prepositions/Spatial concepts
What do you see?	More child choice in response
What do you like in this picture?	Child choice
What's funny in this picture?	Child choice
How did she do that?	Answer may require going beyond context of picture
Why is he doing that?	Abstract response providing explanations, causal relationships
What will happen next?	Project events in future
What would you do?	Open-ended, hypothetical response
What would happen if....?	Open-ended, hypothetical

Table 4

USING RESPONSES TO FACILITATE LANGUAGE DEVELOPMENT

Type of Response (C = Child; T = Teacher)	*Benefit*
Acknowledge Uh-huh, I see, etc.	Lets child know you are attending.
Repetition of child's talk	
C: Big blue car. T: Yes, big blue car.	Lets child know you understand.
Add one or two words C: Boy walk. T: Boy is walking.	Gives model for the next step in development.
C: Car. T: Red car.	
Change form for same idea	
C: The boy is walking. T: Is the boy walking?	
C: The cat is chasing the dog. T: The dog is being chased by the cat.	This shows the child there are different ways of phrasing the same meaning.
Paraphrase or comment on topic	
C: I have a dog. T: You got a new dog!	
C: No more crackers. T: You must be full.	
C: I like red. T: Red is my favorite color, too.	These conversational replies follow the child's topic, and provide extended vocabulary, grammar, and an opportunity for the child to talk again.

Language is the Key

Appendix 2

Handouts/Masters for Reproduction

Session 1: *Talking and Books* - Using Picture Books to Build Language
Session 2: *Talking and Play* - Using Play to Build Language
Session 3: Working in a Multicultural Environment
Session 4: Working with Families
Session 1 for Parents: *Talking and Books*
Session 2 for Parents: *Talking and Play*

Language is the Key

Session 1 - *Talking and Books:* Using Picture Books to Build Language

Handouts for Reproduction

Agenda
Why Use Picture Books for Language Development?
Foundations of Early Language and Literacy Development
CAR (Summary of the Three Strategies)
Talking about Books: How Do You Do It?
Selecting Books for Picture Book Language Building
Finding Multicultural Books at the Public Library
Peer Coaching Description
Peer Coaching Discussion Guide

AGENDA

Session 1 - *Talking and Books*: Using Picture Books to Build Language

1. Why are picture books helpful in building language in young children?
2. What kind of language and book behaviors can you expect children to engage in? Foundations of early language and literacy development.
3. How you can help build children's language using picture books. Presentation of videotape and practice.
4. Selecting books for picture book language building.
5. How to improve your skills in using picture books to build language.

WHY USE PICTURE BOOKS FOR LANGUAGE DEVELOPMENT?

- ★ Picture books give children something to talk about.
- ★ If you want children to talk during book time, be quiet and patient.
- ★ Don't always read the book--have a conversation about the pictures.
- ★ Children will talk more if they get to choose the subject or book.
- ★ Adults can learn very quickly to do simple things to get kids to talk more--like waiting patiently or asking good questions. That's why it's such a great activity for involving parents.
- ★ Past research has shown big language gains when these simple strategies are used with children--both with and without disabilities.
- ★ Looking at books is developmentally appropriate--it's a good, comfortable fit for children, teachers and families in the preschool years.

FOUNDATIONS OF EARLY LANGUAGE AND LITERACY DEVELOPMENT

Language	Books	Print	Writing
★ Listening	★ Handling (e.g., turning pages, knowing front from back)	★ Labeling pictures	★ Scribbling
★ Gestures	★ Commenting on pictures	★ Recognizing environmental print and logos	★ Drawing recognizable figures
★ Single words	★ Telling a story	★ Recognizing familiar words (e.g., name)	★ Pretend writing
★ Two-three word combinations	★ Pretend reading	★ Naming letters	★ Printing letters
★ Adult-like sentences	★ Interest in text	★ Match letters and sounds	★ Writing familiar words (e.g., name)
		★ Reading simple words	

Washington Research Institute, 1998

Follow the child's lead

There are three simple steps.
And like a car,
they're fast and easy to remember.

CAR

Comment and wait.

Ask questions and wait.

Respond by adding a little more.

When you use these strategies,
children will really begin to talk!

Talking and Books
LANGUAGE IS THE KEY

Talking and Play
LANGUAGE IS THE KEY

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TALKING ABOUT BOOKS--HOW DO YOU DO IT??

Before the child talks you can:

Comment and then wait,

- This dog has a funny hat!
- Lowly worm is swimming!
- I like bananas!

Ask questions and then wait.

- What happened here?
- Tell me about this picture.
- What's she doing?
- Why did she fall down?
- How did the frog catch the fly?

After the child talks:

Respond by adding a little bit more to the child's comment,

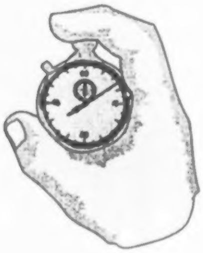
Child: Boy eating!
Adult: The boy is eating toast.

or

Child: Owee.
Adult: The baby has an owee.

or

Child: I like pancakes.
Adult: Me too, I like pancakes with butter!



Remember to wait - - - count to 5

Give the child time to respond.

SELECTING BOOKS FOR PICTURE BOOK LANGUAGE BUILDING

Children all respond to different things. But here are some general guidelines that might help you select books that will stimulate talking.

Select books that...

- the child shows an interest in.
- have lively, interesting pictures with different images and action on each page.
- have pictures that vary from page to page.
- are colorful.
- have moving parts, flaps, wheels.
- with a familiar plot.
- that reflect the cultural background of the child.
- that don't have a lot of text.

Historias
Favoritas

FINDING MULTICULTURAL BOOKS AT THE LIBRARY

Keywords:
Folk Tales, Korea

Here are some ways to obtain books from public libraries:

IDENTIFYING THE BOOKS YOU NEED

- **Search the Library's Database**
  You can call or go to any library and conduct a "keyword" search at on the library terminals. (You can also do this from any terminal that has an email account). Or you can ask the librarian to conduct the search for you.

- **Call the Early Childhood Specialist for Assistance**
  Many libraries have Early Childhood Specialists who can help you access various resources. Often, public libraries offer more than books and have literacy and language classes for parents and other literacy and language related services.

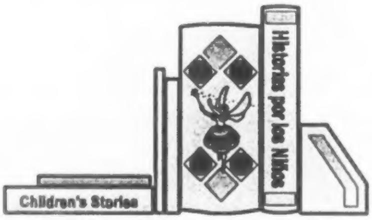
- **Call a Branch Librarian**
  Some branches have extensive collections of books in languages other than English. Branch librarians at these locations can set aside collections of these books. They can either set the books aside at their branch or send the books they select to another branch.

  Branch librarians can be particularly helpful in helping you identify foreign language books from non-romanized alphabets, like Chinese and Japanese.

OBTAINING THE BOOKS YOU NEED

- **Order the Book from the Bookmobile**
  You can order books from your bookmobile and they will be dropped off at the next regular time.

- **Order the Book from Your Local Branch Library**
  Once you know the title of the book, you can order the book through your branch library. You can do this by calling the librarian, going to the library and placing a hold on the books you want using the terminal at the library, or you can access the library through any computer that has an email account. The library will call you when the books are available.



PEER COACHING

What is Peer Coaching?

Peer coaching is a very effective type of "on the job" training.
Teachers take turns observing each other implement teaching strategies and providing each other with constructive feedback.

Goals of Peer Coaching

1) Peer coaching will help you use picture books to build language.

2) Peer coaching is an opportunity for two or more staff members to reflect on and exchange ideas on language facilitation strategies with young children who are linguistically diverse.

3.) Peer coaching helps staff learn to provide constructive feedback to each other.

Implementation

One staff member (teacher) implements strategies with child.
The other (coach) observes and takes notes on both the teacher and child behaviors and language. Teacher and coach complete Peer Coaching Discussion Guide.

Steps for Completion of Peer Coaching Discussion Guide

1) Teacher tells things she liked about the session.
2) Teachers tells what she would change.
3) Coach shares observations on teacher use of strategies.
4) Coach shares observations on child's behavior.
5) Coach states positive observations.
6) Coach offers suggestions for teacher to try.
7) Teacher sets goals and identifies strategies for next session.

References

Hendrickson, J.M., Gardner, N., Kaiser, A., & Riley, A. (1993). Evaluation of a social interaction coaching program in an integrated day-care setting. *Journal of Applied Behavior Analysis, 26*, 213-225.

Tharp, R., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning and schooling in social context*. New York: Cambridge University Press.

PEER COACHING DISCUSSION GUIDE

Teacher: **Date:**

Coach: **Activity:**

Teacher Self-Assessment

What teacher liked about session:

What teacher would change:

Coach Observations

Teacher behaviors:

Child behaviors:

Coach Feedback

Things to continue:

Things to consider changing:

Teacher Goals and Suggestions for Next Session

Language is the Key

Session 2 - *Talking and Play*: Using Play to Build Language

Handouts for Reproduction

Agenda
Language and Play
Play Basics
CAR (Summary of the Three Strategies)
Selecting Toys

AGENDA

Session 2 - *Talking and Play*: Using Play to Build Language

1. Feedback and questions about Session 1.
2. Why is the play setting helpful in building language in young children?
3. What kind of play behaviors can you expect children to engage in? Foundations of play development.
4. How you can help build children's language during play.
5. Selecting toys for language building during play.

LANGUAGE AND PLAY

Why is play helpful in building language in young children?
Children like to play!

- ★ Play is fun for children.
- ★ When children play they don't have to have a goal or product.
- ★ Children are in control. They can choose what to play with and decide on rules and activities that are meaningful to them.
- ★ Children like to play with adults who can play at the child's level.

During play, children practice talking and learn language skills.

- ★ Children feel free to experiment with words.
- ★ Children can practice new words and phrases without worrying about being "right."

Play helps children learn about symbols and get ready for reading.

- ★ In play, children learn that one object can be used to represent another (e.g., pretending a block is a car).
- ★ This helps them understand that letters and words are also symbols and can represent objects, people, events and ideas.

Play and early language grow together

- ★ Symbolic play emerges around 12-15 months, about the same age as children first begin to use words.
- ★ Using a toy for more than one action (e.g., feeding a doll then putting the doll to bed) occurs at the same time as using multiword utterances.

What kinds of toys are the best for enhancing language?

- ★ Unstructured toys that can be used in many ways. There is no "right" way to use them. These toys offer children lots of opportunities to be creative.
- ★ Unstructured toys and materials can be used for diverse forms of play:
  Manipulation (paper, paint, clay, sand, water)
  Construction (blocks, legos, tinker toys)
  Dramatic (miniature people, cars, dolls, puppets, dress-up clothes)

PLAY BASICS

Categories of Play

- ★ Exploratory or sensorimotor play
  -activities done for creating physical sensations
- ★ Functional play
  -using objects for the purposes for which they were intended
- ★ Constructive play
  -using objects to construct or build
- ★ Dramatic play
  -involves pretending
- ★ Games-with-rules play
  -activities with accepted rules or limits
- ★ Rough-and-tumble play
  -play that is boisterous and physical

Development of Play

- ★ Sensorimotor exploration
  -manipulation of objects using sensory and motor actions (e.g., mouthing, banging)
- ★ Functional use
  -using objects in a conventional manner (e.g, stirring with spoon)
- ★ Symbolic object use
  -using one object to represent another (e.g., using a block for a car)
  Single actions: one action (e.g., feeding doll)
  Combinatorial: multiple related actions (e.g., feeding doll, putting doll to sleep)
- ★ Dramatic thematic play
  -fantasy role play.

Follow the child's lead

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And like a car,
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CAR

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Ask questions and wait.

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Talking and Play
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SELECTING TOYS

Make sure toys and materials are safe and durable. Toys should be easily washed, nontoxic, lead-free with no sharp pieces or splinters.

- ★ Have a toys that are representative of a variety of cultures, such as dolls of different ethnic groups, pretend foods and dress-up clothes from different countries.

- ★ Have toys that appeal to both girls and boys, e.g., dolls and art materials as well as cars and trucks.

- ★ Have toys and materials that do not have clearly defined uses as well as toys that are realistic. Using toys and materials in numerous ways helps learn about symbols.

Language is the Key

Session 3: Working in a Multicultural Environment

Handouts for Reproduction

Agenda
Facilitating Language Development in Young Bilingual Children
Cultural Competence
Cultural Variations: Aspects to Consider
Guidelines for Using Interpreters in Preschool Programs

AGENDA

Session 3: Working Effectively in Multicultural Environments

1. Feedback and questions from Session 2.
2. Parent and family roles in promoting their children's heritage language development.
3. Working with children and families in a multicultural environment.
4. Working with interpreters.

FACILITATING LANGUAGE DEVELOPMENT IN YOUNG BILINGUAL CHILDREN

More than one fifth of American children come from families in which languages other than English are spoken. 141 different languages are spoken by Head Start children and over 100 languages are spoken by Head Start staff. States with highest number of different languages are: WA, TX, AZ, FL, CA, MA.

PRINCIPLES OF BILINGUAL LANGUAGE DEVELOPMENT

Value bilingualism and encourage maintenance of native language

There are cognitive, social and economic advantages to knowing more than one language.

- Knowing that a same thing can be expressed in different ways helps thinking become more flexible.
- Communication is possible with a broader variety of people.
- More job opportunities.

Social status influence of native language

- Children whose native language has a higher social status (e.g., English-speaking children in Quebec) tend to have fewer problems than children whose native language has a lower social status (e.g., Spanish-speaking children in North America).

Different types of bilingualism

Simultaneous: both languages are learned before the age of 3; children have high exposure and use of both languages (e.g., speak Spanish at home and in neighborhood and speak English in school and larger community).

Receptive: children have high exposure to both languages, but little opportunity to use one (e.g., hear Mandarin spoken at home and English spoken at school, but use English-only at home and at school).

Successive: Learning of second language after first is established (e.g., English-speaking 5-year-old child moves to Italy). Rapid or slow acquisition depends on opportunities to use second language (e.g., goes to local Italian school or International School where English is spoken; family socializes with Italians or with closed group of English-speaking community).

Unequal development of both languages

Predominance of one language as a function of context.

Bilingual language development may differ from monolingual language development.

- Temporary lag in both languages.
- Code-switching (e.g., Yo estaba PLAYendo).
- Total vocabulary and language skills may be similar to monolingual child.

CULTURAL COMPETENCE

In order to be effective in a multicultural environment we need to:

- ★ Be aware of cultural characteristics (socialization values, communication styles, family structures, child-rearing practices).
- ★ Be aware of our own culture and prejudices and how these affect our behavior.
- ★ Maintain respect for other cultures and be willing to learn about them.
- ★ Recognize that there is diversity and individual variation within cultural groups.
- ★ Be aware of the role of socioeconomic status. People from similar socioeconomic status and different cultures may have more in common than people with different socioeconomic status within the same culture.
- ★ Recognize that different families have different levels of acculturation.
- ★ A person's culture involves a dynamic process of interaction with the environment.

CULTURAL VARIATIONS: ASPECTS TO CONSIDER

Each of these four aspects of cultural variation can be viewed as a continuum (e.g. Independence/Dependence and everything in between).

Beliefs	Communication Style	Family Structure	Views on Child-Rearing
★ Independence/ dependence	★ Directedness/ emphasis on nonverbal cues and context	★ Nuclear family / extended family	★ Child-centered/adult-centered
★ Focus on individual/focus on community	★ Informality/ politeness and tact	★ Hierarchical structure /equal partnership	★ Encouragement of autonomy / nurturing and indulgence
★ Competition/ collaboration	★ Open expression of feelings /verbal and emotional restraint	★ Independence/strong ties	★ Expectations for boys and girls
★ Role of religion and spiritual values		★ Role of older siblings	★ Expectations for discipline and moral education
★ Goal attainment orientation/ present time orientation			★ Respect for academic learning

Washington Research Institute, 1998

GUIDELINES FOR USING INTERPRETERS IN PRESCHOOL PROGRAMS

HOW TO SELECT AN INTERPRETER

- Use trained interpreters, not just whoever happens to be available. Many discipline-specific terms are difficult to translate and the meaning of important phrases may be lost easily in the translations.

  Be sure interpreter speaks the particular dialect or regional variation which the child and parents are familiar with.

- If possible, the interpreter should be equally fluent in both languages (e.g., a child may use terms in both languages (code switching) during the assessment).
- Be sure the person is comfortable with parents and children.
- Be sure the person is likely to be available on a long-term basis so that a same interpreter is used consistently with a same child or family.
- Preferably, the person should live in the close community.

BEFORE THE MEETING

Make sure the interpreters understand the purpose of the meeting so that they can convey and translate meanings in an accurate manner.

- Explain basic early childhood and special education procedures
- Spend time before the meeting to acquaint the interpreter with the purpose of the meeting (i.e., parent meetings, assessment) and explain the most important aspects of the meeting (i.e., content of meeting, test administration procedures, avoiding unintentional prompting of answers).
- Encourage interpreters to ask for clarifications and take notes so that information is not forgotten.
- Ask the interpreter for information about the child's and family's culture:
    Protocols and forms of address
    Interaction styles
    A few basic words and sentences in family's language
    Specific culture's belief or perspective on related issues, i.e., disability, early intervention, child-rearing practices, etc.

Be aware that the meeting may take longer than usual because of the need to assure careful translation.

DURING THE MEETING

- Introduce everyone to each other and describe roles and purpose of the meeting. Be sure to ask how family members wish to be called and the correct pronounciation of their names.
- Talk directly to child or family, not the interpreter.
- Use short phrases, avoid jargon and idioms, provide concrete examples, and use simple and concise language.
- Do not oversimplifly important explanations.
- Periodically check on the child's and family's understanding and accuracy of the translation by asking them to repeat what has been communicated in their own words (do not ask: "Do you understand?").

AFTER THE MEETING

- Spend time with the interpreter after the meeting to check understandings and clarify additional points.
- Ask interpreter for information on how the child or family may have perceived the situation from their cultural perspective and beliefs.
- Ask interpreter what information the family has offered about their language and culture.
- Avoid overgeneralizing. Use the interpreter to clarify what behaviors are language and culture specific and which are due to individual differences.

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Language is the Key

Session 4: Working with Families

Handouts for Reproduction

Agenda
Communication Styles
Important Information About Language Development
Looking at Picture Books and Playing with Your Children
CAR (Summary of the Three Strategies)
Please Tell Us What You Think

AGENDA

Session 4: Working with Families

1. Establishing a collaborative relationship.
2. Communicating effectively.
3. Sharing information about language development.
4. Sharing information about looking at picture books and play.
5. Guidelines for presenting language facilitation strategies to parents.

COMMUNICATION STYLES

High-context versus low-context

- *High-context communication:* Most of the information to be communicated is in the physical context or internalized in the person. Characterized by less talk -- nonverbal communication, indirectness, conditional speech, silence.
- *Low-context communication:* Most of the communicative information is conveyed verbally. Characterized by verbal communication -- talking.

There are wide variations in people's communication styles. Most do not fit neatly into a category, but present unique combinations. Also, an individual's communications style will vary according to the context and type of interaction. We communicate differently with a friend than with a stranger; at a formal event and at home.

Aspects to consider in thinking about one's communication style:

- *Amount of talk:* Some people like to talk to communicate everything: ideas, feelings, preferences, explanations, directions... Others prefer to communicate nonverbally through facial expressions and body gestures (a smile, a nod of the head). Also, many people do both: talk and gesture at the same time!
  - Be observant of facial expressions and body gestures.
  - Do not assume that people who do not talk much are noncommunicative.

- *Silence:* Some people feel quite comfortable being around other people without talking, while others feel that they must to talk all the time.
  - Remember that pauses or a few moments of silence during conversations are OK.
  - Be aware that silence may make some people uneasy, so be sure to maintain contact nonverbally during pauses.

- *Directness:* Some people prefer to say things the way they are while others may just give hints and let you do some guessing!
  - Be observant of facial expressions and body language.
  - Be aware that some people may take offense if things are expressed too directly.
  - People who say things too directly may not mean to be rude or lack respect.

- *Expression of feelings:* Some people feel OK about sharing even intimate feelings, but others have more restraint especially with people outside of their close family and circle of friends.
  - Make sure that feelings expressed are appropriate to the situation.

- *Formality:* Some people use different styles of language depending on their relationship with the person (e.g., close friend versus stranger) with whom they are talking, while others don't change their style very much.
  - Be aware of the type of relationship you have with the person you are talking to.

IMPORTANT INFORMATION ABOUT LANGUAGE DEVELOPMENT

❖❖❖

- Understanding language and using language is the key to school success, especially reading.
- Children who are talked to more, and in the right ways, do better in school and have higher IQ scores.
- The time from birth to four is an especially important period for talking and listening to children.
- Talking and listening to children when you are looking at picture books or playing together is an easy way to help children learn to talk and understand more.
- Helping a child learn their first language -- the language they speak at home -- will help them learn English.
- Children who are learning two languages will mix the two languages together. This is OK and very normal.
- Parents can help their children by teaching them the language spoken at home.

LOOKING AT PICTURE BOOKS AND PLAYING WITH YOUR CHILDREN

* * *

- You don't have to be a championship reader to use picture books to encourage your child to talk. In fact, it is better if you talk more and read less.
- You don't need any special toys to play with your child - just ordinary objects from around the house. Cups and saucers, empty boxes, sticks from parks, old clothes, silly hats!
- The most important thing is to *make it fun.* You can make it fun for your child by letting your child take the lead: They can choose the book or the toy, and choose what to look at and talk about in the book or in play.
- Children talk more and listen better when they do the choosing. Talk about what your child is interested in.

Follow the child's lead

There are three simple steps.
And like a car,
they're fast and easy to remember.

CAR

Comment and wait.

Ask questions and wait.

Respond by adding a little more.

When you use these strategies,
children will really begin to talk!

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3. Did the strategies make sense for your cultural background and your language? Please tell us why or why not.

4. What could we change or do differently to make this work better?

❖ ❖ ❖

Thank you for taking time to tell us how we did!

Language is the Key

Parent Session 1: *Talking and Books*

Handouts for Reproduction

Agenda
Granny and Sissy: A Fable
CAR (Summary of the Three Strategies)
Important Information About Language Development
Please Tell Us What You Think

AGENDA

Parent Session 1: Using Picture Books to Build Language

1. Parents and family members are children's first and best teachers. They teach language by talking and listening to their children.
2. How can parents and family members build children's language using picture books?
3. How can you improve your skills?

GRANNY AND SISSY: A FABLE

Once upon a time there was a little girl named Sissy who was very shy. She had a squeaky little voice, and didn't talk much. She was three years old.

Every night before bedtime, Granny would put on her big glasses and read Sissy six books.

Sissy listened very quietly to each story and fell asleep each night in Granny's lap, lulled to sleep by the sound of Granny's sweet voice. And every night, Granny would put the last book away, look down at her Sissy, listen to the sound of her sleepy breathing, and put her to bed with a sweet kiss.

But one day, Granny was out fishing and she lost her big glasses. That night she could not read the books to Sissy.

Granny was a very resourceful woman and thought of a plan. Why not have Sissy read Granny the books? Even though Sissy could not read, she could tell Granny about the pictures!

So, Granny opened the first book and asked Sissy to tell her about the pictures.

At first, Sissy did not know what to say. She had never told Granny a story before.

So Granny helped her little granddaughter.

First, Granny asked Sissy a question: "Tell me my sweet pumpkin, what is happening in this picture?"

Sissy didn't answer right away, so Granny waited. And she waited some more. (Older people are especially good at waiting.)

Finally, Sissy spoke up in her squeaky little voice and asked Granny if she could choose a different book. Of course Granny agreed and Sissy went to the bookshelf and chose another book.

Sissy opened the book she had chosen and turned to the first page. The first picture she came to showed a picture of a lake with a small row boat. In the boat was an old lady holding a fishing pole.

Sissy pointed to the picture. Granny smiled and said, "What do you see?". She waited patiently. Finally Sissy said, in her squeaky little voice, "Look Granny. Your glasses. Here in the water!"

"Oh your silly Granny lost her glasses in the lake today," replied Granny. Sissy paused thoughtfully and asked, "Granny, do you think a fish ate your glasses?"

Granny laughed a big laugh, and Sissy laughed a squeaky laugh and they turned the page. Before long, they had gone through pages and pages of books, with Sissy talking in her squeaky voice, telling Granny about the pictures.

Pretty soon, Granny started to snore. So Sissy covered Granny with a blanket and put herself to bed.

From then on, Sissy got to tell Granny about the books while Granny listened quietly and waited patiently while her little pumpkin talked.

The morals of the Story------
Don't always read the book--have a conversation.

If you want children to talk, be quiet and wait patiently.

Let the child choose what to talk about.

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Language is the Key

Parent Session 2: *Talking and Play*

Handouts for Reproduction

Agenda
CAR (Summary of the Three Strategies)
Looking at Picture Books and Playing with Your Children
Please Tell Us What You Think

AGENDA

Parent Session 2: Using Play to Build Language

1. How did you do with the picture book activities? What questions do you have?

2. How can parents and family members build children's language using play?

3. Closing.

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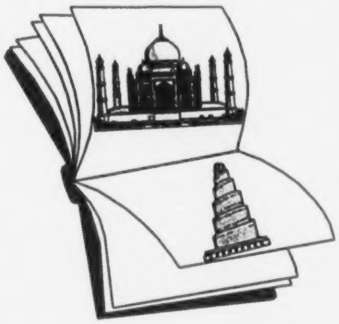

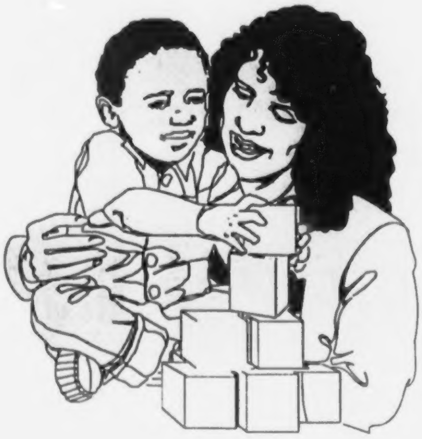

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